DOCUMENT RESUME

ED 300 966 EC 211 261

TITLE Excellence for the Future: Program Options for the Academically Gifted.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
PUB DATE Apr 88
NOTE 57p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academically Gifted; *Classroom Techniques; *Delivery Systems; Elementary Secondary Education; Enrichment Activities; Group Instruction; *Models; *Program Development; Resource Room Programs; Special Classes; Special Education; *Teaching Methods
IDENTIFIERS *North Carolina

ABSTRACT

This handbook provides North Carolina school units with an explanation of service delivery components for academically gifted students and an overview of a variety of program models for gifted education. The program options include the following: enrichment in the classroom with the consultant-teacher, the Triad Model, resource room/pull-out, community mentorship, content modification, advanced placement, international baccalaureate, and independent study. For each program option, provided are a general description, an outline of the model's benefits, recommendations, and resources for further information. Delivery systems for the program options include regular classes, resource classes, separate classes, special schools, Saturday programs, summer residential programs, internships, dual and joint enrollments, and seminars. Curriculum differentiation is discussed, emphasizing the interrelationships among curriculum content, teaching methods, and individualization based on student abilities and needs. The use of group education programs as a substitute for individualized education programs is also examined. Appendices include examples of group education plans and examples of models for some of the program options. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300966

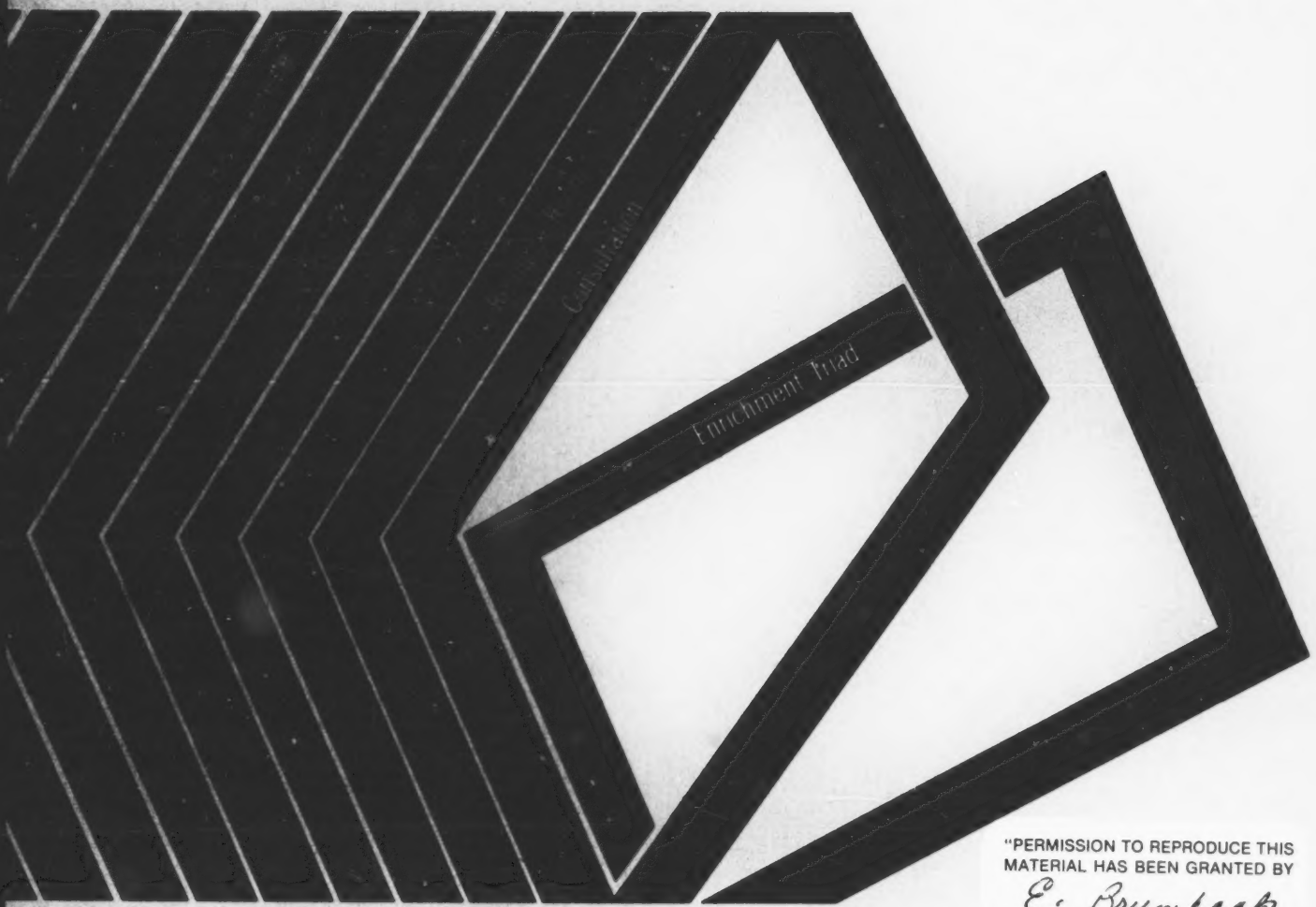
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Brumback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Excellence For The Future:

PROGRAM OPTIONS FOR THE ACADEMICALLY GIFTED

EC 211261

Excellence For The Future:

PROGRAM OPTIONS FOR THE ACADEMICALLY GIFTED

Division for Exceptional Children
Department of Public Instruction
Raleigh, North Carolina 27603-1712

April, 1988

ACKNOWLEDGEMENTS

Excellence for the Future: Program Options for the Gifted could not have been completed without the cooperative efforts of staff members within the Division for Exceptional Children and particularly:

E. Lowell Harris, Director
David Mills, Assistant Director for Program Development Services
Sylvia Lewis, Chief Consultant for Academically Gifted Programs
Barbara Conner, Information Specialist
Jane Ferrell, Secretary

Appreciation is also expressed to Beverly Parker, Artist, Publications Production, Division of Communication Services, for her assistance.

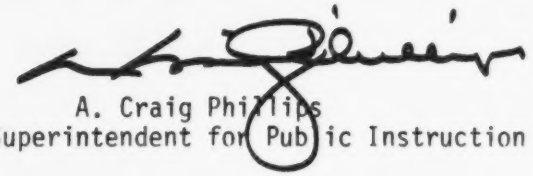
April 1988

FOREWORD

North Carolina's reputation as a leader in the education of the gifted is one that is based in part upon more than twenty years of steady growth. With that growth and realizing that the educational needs of the academically gifted are as diverse as the geographic and socioeconomic communities in North Carolina, differentiated educational services beyond those ordinarily provided by the regular school program are needed. Some students will need a substantially greater differentiation in curricula and instruction than others. Flexibility is needed to offer alternatives in keeping with unique learning needs.

It is with this purpose in mind that this guide was developed. It is intended to provide current information about alternative program models for providing services to our academically gifted population.

It is our hope that this guide will be useful to local education agencies as they examine their present gifted programs and plan for future program growth.



A. Craig Phillips
State Superintendent for Public Instruction

PREFACE

The challenge of improving and expanding programs and services for academically gifted students requires long-range planning to assure effective use of financial and human resources. Some of the components that must be considered when planning include the following:

- administrative support and responsibility,
- identification procedures,
- assessment of student needs,
- written plans for programs and student plans,
- program options,
- curricula,
- personnel,
- support services,
- funding,
- community awareness and parent involvement, and
- program evaluation.

The Division for Exceptional Children is committed to the continued growth of programs and services for North Carolina's academically gifted students. This document is intended to be a useful resource for planning and implementing program options for these students.

Theodore R. Drain
Assistant State Superintendent
Support Services

E. Lowell Harris, Director
Division for Exceptional Children

TABLE OF CONTENTS

Acknowledgements..... i

Foreword..... ii

Preface.....iii

Section One: An Overview of Service Delivery and Program Options..... 1

Section Two: Examples of Alternative Program Options..... 5

Section Three: Curriculum Differentiation and the Group Education Program..... 24

Appendices..... 28

A. Group Education Plan--Elementary Enrichment..... 28

B. Group Education Plan--Elementary Content Modification..... 30

C. Group Education Plan--Secondary..... 31

D. Example of a Step-by-Step Plan to Incorporate the Content Modification Model Using Camp Lejeune Dependents' Schools' Plan..... 33

E. Example of Harnett County's Consulting Model of Education of the Gifted..... 36

F. Essential Elements in Providing an Appropriate Program for Gifted Students..... 38

G. Example of a Framework for Appropriate Service Survey..... 40

Summary..... 43

Bibliography..... 44

Section One

AN OVERVIEW OF SERVICE DELIVERY AND PROGRAM OPTIONS

SERVICE DELIVERY FOR ACADEMICALLY GIFTED

The State Board of Education has developed regulations governing definitions and identification procedures for exceptional children, including the academically gifted. This assures equity for all students.

The State Board of Education recognizes that a continuum of placement options is needed to meet the unique learning needs of students; however, it does not regulate the placement of, nor the service delivery systems for, students. These functions are left to local school administrative units. School personnel who assess and determine individual student needs are the appropriate ones to develop the required educational programs and provide the necessary services for the students.

State regulations and recognized best practices require that differentiated curricula and differentiated instruction be provided for students identified as academically gifted.

The purpose of this handbook is to provide school units with an explanation of the components within the service delivery system for the academically gifted and an overview of a variety of program models for gifted education. These models may be combined to form a program that is flexible enough to meet the varying needs of gifted students. For example, a particular model may be offered for a K-3 program, another for 4-8 and then another for 9-12. Offering a variety of models will more likely help assure an appropriate education for academically gifted students.

The program options described include the following: enrichment in the classroom with the consultant-teacher, the Triad Model, resource room/pull-out, community mentorship, modified content, Advanced Placement, International Baccalaureate, and independent study.

Service Delivery: An Overview

Within the state definition of academically gifted students, reference is made to providing services to identified students--that the students "may require differentiated educational services beyond those ordinarily provided by the regular school program." The type and extent of these services is determined by the local education agency who also has the responsibility of providing free and appropriate services that accommodate the "least restrictive environment" concept (i.e., placing the child as near the regular classroom for as long as possible, while maximizing his potential). The "least restrictive environment," while being the desired placement for a handicapped student, may be restrictive for an academically gifted student whose potential is not being challenged by the learning pace and activities in the regular classroom. The most frequently used methods of service delivery in North Carolina's academically gifted program will be examined: the regular class, the resource class, and the separate class. Examples of program models which may or may not be selected by the local school units are found on page 23.

Regular Class--An Overview

The regular class is intended to meet the needs of the majority of students in a particular grade level or content area. The appropriateness of the regular classroom in providing services to gifted students depends on the course content and the teaching methodology being used. Being served in the regular classroom can also include direct or indirect assistance from the teacher of the gifted. Direct service indicates that the teacher of the gifted comes into the classroom and works directly with identified gifted students. Indirect service indicates that the teacher of the gifted works with the regular class teacher by providing ideas, materials and other resources. Clustering gifted students in the regular classroom allows the teacher to differentiate learning activities for a group of identified students rather than one or two students. A variety of methods can be used for differentiation and include but are not limited to content acceleration, special assignments substituted for an assignment to other students and enrichment or extension activities that supplement the regular content.

Two types of acceleration may also be incorporated within the regular classroom: grade acceleration and content acceleration. Both are practical program options for that gifted student whose abilities are well above those of his chronological peers. In addition to the student's intellectual ability, consideration must be given to emotional, social and physical maturity: grade or content acceleration may mean that a student is in an environment in which he is younger than his classmates.

Grade acceleration or grade skipping is an especially effective program option for that student with standardized achievement test results that are 3.5 or more grade levels above current placement and whose IQ is at the 99th percentile. Content acceleration allows the student to move from one level of instruction to another at a faster pace than chronological peers and is generally based on a specific aptitude. For that student whose standardized achievement test results are 2.5 to 3 grade levels above current placement and whose IQ is at or above 97th percentile, content acceleration is practical: for example, a fourth grader receives language arts/reading instruction in a sixth grade class; a seventh grader is enrolled in a ninth grade Algebra I class.*

Curriculum modification may further make the regular classroom an appropriate placement for gifted students. For example, rather than being enrolled in a pre-Algebra class, fourteen gifted eighth graders and eight high achieving eighth graders are assigned to an eighth grade Algebra I class. While this is considered a "regular class" because it includes gifted and high achieving students, the curriculum has been modified or accelerated to meet the needs of faster learners and is not intended for the majority of eighth grade math students. The use of Advanced Placement courses at the senior high school level is another example of accelerated curriculum that is intended for gifted and high achieving students yet may be considered a "regular class" because it does not contain gifted students alone.

*Van Tassel-Baska, Joyce. An Administrator's Guide to the Education of Gifted and Talented Children. National Association of State Boards of Education (Washington: 1981), p. 14.

Resource Class--An Overview

The resource class is defined as special services that are provided for 21% - 60% of the school day. The class contains identified academically gifted students and is taught by a teacher certified in gifted education.

Separate Class--An Overview

Most frequently used in the elementary and middle school grades, the separate class contains identified gifted students who remain together for more than 60% of the school day. The class is taught by a gifted program teacher and the content and instructional pace are accelerated. Because the major academic content areas are included in the curriculum, it is recommended that student identification be based on superior intellectual functioning and achievement.

Other Program Alternatives--An Overview

While the service delivery methods described above may be the most frequently used in North Carolina's academically gifted program, they should not be viewed as the only options available. Several other program alternatives are discussed, and examples of the following are included in Section Two of this guide: Enrichment Triad Model, Consultation Model, Resource Room/Pull-Out Model, Content Modification, The International Baccalaureate Model, Advanced Placement, Mentor Model, and Independent Study.

Special Schools, Saturday Programs, and Summer Residential Programs

Going a step beyond the separate class, the special school can take two forms: a special day school or a residential school. The special day school may take the form of a magnet school which serves students from across the entire school system. Students may attend the school on a daily basis or, in some instances, come to the special school on a designated schedule (e.g., one day per week; daily for two weeks per each six-weeks' grading period; etc.). The concept of a residential school is generally statewide, as with the North Carolina School of Science and Mathematics, the Governor's Schools of North Carolina and the Summer Ventures in Science and Mathematics. The North Carolina School of Science and Mathematics is an academic-year residential program for rising high school juniors and seniors; the Governor's Schools of North Carolina and the Summer Ventures are summer residential programs for rising high school juniors and seniors. All are state-supported. Summer residential programs are also frequently offered by colleges and universities. The host institution sets the admissions criteria, the tuition and the curriculum.

Although they operate outside of the programs and services provided by the local education agency, Saturday enrichment programs and summer day programs are often thought of as special schools because their primary focus is on learning and enrichment activities for gifted students. Their existence does not lessen the obligation of the local education agency to serve identified gifted students but may be viewed as a further supplement to the public school program. In contrast to the public school program, a nominal fee may be charged to defray expenses.

Internship

Generally occurring outside of the classroom setting, internships allow a student to be supervised by a specialist in the community who is an expert in the particular area of student interest. Both provide access to facilities and instruction beyond the traditional education setting. Working beside a "professional" provides the student with career information as well as with an opportunity to apply the knowledge and skills he has learned thus far.

Dual and Joint Enrollment

The proximity of a college or university, scheduling flexibility, and cooperation between the college and public school can form the basis for dual or joint enrollment. Dual enrollment allows a student to be enrolled in college courses while still in high school. The student is generally responsible for the cost of the course and transportation to and from the course but receives college and high school credit for successfully completed college work.

Similar in nature, joint enrollment allows a student to be enrolled in college courses while still in high school. The student is generally responsible for the cost of the course and transportation to and from the course but the high school transcript shows only high school course work; the college transcript shows successfully completed college work.

A modification of the dual or joint enrollment alternative involves the offering of a college credit course within the high school schedule. The college instructor teaches the course, tuition is paid--either by the school system or the student--and the student earns high school and college credit for successfully completed work.

Seminar

As a supplement to the regular classroom, the seminar is becoming a popular approach. Scheduled on a monthly, bimonthly, or other basis, the seminar provides identified gifted students with the opportunity to interact with each other. The curriculum and the format can be as structured or unstructured as the school system wishes: career exploration with visiting speakers from area businesses and industries; debates on topics of current concern; or discussion groups about outside reading or research assignments. The seminar can be scheduled during, before, or after the school day.

Section Two

EXAMPLES OF ALTERNATIVE PROGRAM OPTIONS

ENRICHMENT TRIAD

Description: This model, originally entitled "The Enrichment Triad/ Revolving Door Model," was developed and field tested over a ten-year period as a vehicle to serve gifted students. Now it is presented as a plan for school-wide enrichment as well as for identified academically gifted students. It is designed to expand the student's range of knowledge, enhance task commitment, develop higher thinking skills, encourage creativity and enrich learning experiences.

The plan is comprehensive and encompasses both administrative and theoretical components. It consists of patterns of organization and procedures for dealing with such issues as student grouping, schedule development, and service delivery arrangement. The basic components of this model include:

1. The assessment of students' strengths, including abilities, interests and learning styles;

2. Curriculum compacting, which involves modifications of the regular curriculum for students with advanced activities;

3. Type I Enrichment--General Exploratory Activities that introduce students to a wide variety of topics or areas of study not ordinarily covered in the regular curriculum;

4. Type II Enrichment--Group Training Activities that teach students how to learn. Through the development of higher level thinking skills and research skills, students are able to pursue their interests further. Type II activities develop students' cognitive and affective skills.

5. Type III Enrichment--Individual and Small Group Investigations of Real Problems. These experiences expand on interest sparked by Type I and Type II activities as well as extend the basic curriculum.

A rationale for implementing this model is that it has been purposely designed to create a variety of important roles and responsibilities for classroom teachers and other school personnel. Regular classroom teachers work with trained specialists in a teaming effort to provide or generate a "radiation of excellence" (Renzulli, p. 4) throughout the entire school. Underlying assumptions by the author of this model are that children do not display gifted behaviors just a few hours a week, students with high ability in a particular area will display that ability in his/her regular scheduled classroom where he/she is spending the vast majority of time, many of the enrichment experiences emphasized in special programs can benefit other students, and an integrated rather than an exclusory approach helps eliminate the "condition of separateness that is almost universal in schools that provide only a pull-out model."

The Enrichment Triad Model encourages excellence through differentiated instruction and the teaching process skills. It casts a broad net to "catch" the gifted at an early age and encourages creativity and task commitment. It expands services to the gifted through the specific instructional activities incorporated in the model and encourages community involvement in education.

Benefits:

. Enables the gifted student to be more of a part of the total school environment.

. Offers possibilities that might tap the underachieving gifted.

. Allows for students who have mastered basic skills in the curriculum to extend their knowledge.

. Provides a "concrete" program for teachers to participate in and interact between and among the various components of the model.

. Ensures that enrichment will be provided to the gifted students because it is a concrete model with specific technical organizational guidelines.

. Provides three kinds of learning activities.
.. General exploration which introduces children to a wide range of topics.
.. Group training which teaches students how to learn.
.. Individual and small group investigation of real problems.

. Enhances entire basic curriculum of a school and promotes a "radiation of excellence" (Renzulli, p. 4) throughout the school environment.

. Integrates the special program with the regular classroom and develops a cooperative, rather than competitive, relationship between classroom teachers and personnel who have been assigned to the gifted programs. (Renzulli, 1985)

. Minimizes concerns about elitism and the negative attitudes that are sometimes expressed.

Recommendations:

. Study the research and publications on the Enrichment Triad Model.

. Help school and community understand the underlying philosophy on which the model is based.

. Build in time factor for teacher training on model implementation.

. Recognize that it requires cooperation of all school personnel.

. Specify the services to be provided for academically gifted students.

. Recognize that the model has a broader inclusion of students as gifted than North Carolina's regulations allow and that only academically gifted students identified according to the State Board of Education regulations may be served with State funds.

Resources:

Renzulli, Joseph; Reis, Sally M., The Schoolwide Enrichment Model, A Comprehensive Plan for Educational Excellence, Creative Learning Press, Inc., Mansfield Center, Connecticut, 1985.

Systems and Models for Developing Programs for the Gifted and Talented, edited by Joseph S. Renzulli, Creative Learning Press, Inc., Mansfield Center, Connecticut, 1986.

Renzulli, Joseph S., The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented, Creative Learning Press, Mansfield Center, Connecticut, 1977.

Rocky Mount City School System, "A Report to the School Board on Implementing the Renzulli Model," Susan Lamar, Englewood Elementary School, Rocky Mount, North Carolina.

CONSULTATION

Description: The consultation model is designed for the gifted student to have his/her individual needs met within the regular class. According to Gallagher, the model or strategy emphasizes the importance of integrating the gifted child with all students. This model can also encompass both direct services to the student as well as indirect services. Direct services indicate that the consulting teacher works directly with the students in the classroom. Indirect services indicate that the consulting teacher works with the regular teacher by providing ideas, materials, demonstration lessons and other resources. This model also allows for cluster grouping within the regular classroom. Cluster grouping provides students the "opportunity to interact with one another so they can learn and be stimulated by their intellectual peers." (Gallagher, 1985)

Benefits:

- Enables the gifted student to be more of a part of the total school environment.
- Offers possibilities that might tap the underachieving gifted and they may become more motivated to achieve.
- Allows more teachers to be involved in the education of the gifted and these teachers will bring many educational benefits to all students. (Davis and Rimm, 1985)
- Provides for cooperative learning and collegiality among educators.

Recommendations:

- Assure that the consultation model is well planned and is part of a comprehensive plan for academically gifted services.
- Assure that teachers assigned to consultation have adequate training.
- Assure that classroom teachers who will be receiving services from the consultation teachers are aware of functions and how they can cooperatively work together.
- Build in time factors for cooperative planning between and among classroom teachers and consultation teachers.
- Provide for ongoing program evaluation with feedback given to teachers and administrators for program improvement purposes.
- Have personnel (consultant-teacher) directly involved certified in academically gifted.
- Consider local and state requirements when developing this model.

Resources:

Cox, June; Daniel, Neil; Boston, Bruce O., Educating Able Learners, Programs and Promising Practices, a national study conducted by the Sid W. Richardson Foundation, University of Texas Press, Austin, Texas, 1985.

Gallagher, James J., Teaching the Gifted Child, Third Edition, Allyn and Bacon, Inc., Boston, Massachusetts, 1985.

Harnett County Written Plan for the Education of Gifted Students, developed by Rebecca Garland and Carol Weaver, Consulting Teachers for Gifted Education, Harnett County Schools, Lillington, North Carolina 27546.

RESOURCE ROOM

Description: The resource room/pull-out model is designed to extend and assist the efforts of the regular classroom teacher in providing appropriate experiences to optimize learning for academically gifted students. Gifted students leave the classroom on a regular basis for differentiated instruction provided by a specially trained teacher. This team approach assures the classroom teacher that he/she is being assisted in providing appropriate instruction for gifted students. This model provides gifted students with an opportunity to interact with one another. They can learn and be stimulated by their peers. This approach differs from the consultant-teacher model in that the primary role of the resource/pull-out teacher is direct instruction of the gifted student.

Benefits:

- Gifted students have the opportunity to interact with intellectual peers in a small group setting on a regular basis.
- Teachers that are specially trained in gifted education provide direct services to identified students.
- Curriculum can focus on processes as inquiry and creativity.
- Classroom teachers will have more time to work with the individual needs of all children.
- The resource teacher's schedule in several schools may preclude frequent contact with regular class teachers.
- Curriculum may be a collection of project assignments rather than reflective of a sequential program of skill development.
- Regular class teachers may dislike gifted students leaving their classes.
- Students are generally responsible for work missed in the regular classroom while attending the resource room.

Recommendations:

- Have a supervisory staff for the resource/pull-out program.
- Ensure that there is time allowed for resource teacher and classroom teacher to plan together to ensure a well-coordinated, systematic effort is being made on behalf of all students; e.g., may be scheduling conflicts or not having gifted students make up work.
- Ensure that the program is based on instruction relevant to philosophy and written plans as well as pupil needs and level of accomplishments.

. Allow for flexibility so that the resource teacher can also provide assistance to classroom teachers in the form of demonstration lessons, ideas, or materials to extend the basic curriculum.

Resources:

. Cox, June; Daniel, Neil; and Boston, Bruce, O., Educating Able Learners: Programs and Promising Practices, A national study conducted by the Sid W. Richardson Foundation, University of Texas Press, Austin, Texas, 1985.

. Gallagher, James J., Teaching the Gifted Child, Third Edition, Allyn and Bacon, Inc., Boston, Massachusetts, 1985.

. Itinerant Resource Teachers for Gifted and Talented: Manual/Handbook, Division for Exceptional Children, State Department of Public Instruction, Raleigh, North Carolina, 1975.

MENTORSHIP

Description: Mentorship is one of the oldest instructional models known. This approach allows a student to be supervised by a specialist in the community who is an expert in the particular area of student interest. Mentors may be used in such areas as politics, finance, communication, art, music, writing, industry, education, ecology, medicine, law, science, computers, and any other realm of human endeavor where knowledge, leadership and creativity may be nurtured. The mentor approach provides access to facilities and instruction beyond the traditional education setting.

Benefits:

- "Provides content sophistication that would be impossible for a local school system to provide" such as in-depth knowledge on a particular area or discipline. (Gallagher, 1985)
- Provides the student at the middle school or high school level with career information as well as with an opportunity to apply the knowledge and skills he/she has learned thus far.
- Builds positive school/community relations and promotes a team philosophy between the schools and community.

Recommendations:

- Ensure that coordination between the school system and the mentors is well planned.
- Assure that recognition and support for mentors are provided. (Gallagher, 1985)
- Assure that expectations for performance are clearly stated to mentor.
- Have flexibility to incorporate the mentor in the elementary level although it was originally developed for high school students. This encourages parent involvement in the schools.

Conclusion: The mentor model depends on cooperation between school and community. According to Cox, "The whole educational enterprise has much to gain from cooperative projects of this sort. When industry, government and professional groups take an interest in our schools, they are likely to support the schools with their resources of time, talent, special knowledge, equipment, even money. Our schools need such help." (Cox, Report #5 of the Richardson Study) This model promotes positive cooperative relations between schools and communities.

Resources: Academically Gifted Programs: A Handbook of Procedures and Best Practices, Division for Exceptional Children, Department of Public Instruction, Raleigh, North Carolina, 1987.

Cox, June; Daniel, Neil; and Boston, Bruce O., Educating Able Learners: Programs and Promising Practices, A national study conducted by the Sid W. Richardson Foundation, University of Texas Press, Austin, Texas, 1985.

Gallagher, James J., Teaching the Gifted Child, Third Edition, Allyn and Bacon, Inc., Boston, Massachusetts, 1985.

INDEPENDENT STUDY

Description: The purpose of this model is designed so that students select projects supervised by qualified teachers. However, as Kaplan (1979) states, "Independent study fails for the gifted when it is perceived as a process independent of teaching. When the concept of independent study as an instructional mode is confused with the concept of independence, independent study is also likely to fail." According to Gallagher, independent study in the past has been one of the most acceptable patterns for providing for gifted students at the secondary level. However, Treffinger (1986) has developed an Individualized Programming Planning Model (IPPM) for all grades that is based on particular assumptions about the nature of giftedness, of the school program and of gifted programming. His theory is that the IPPM will encompass many different tools for curriculum development. It is to provide an organized, systematic framework for guiding instructional decision-making for individual students in the regular classroom. One of the main concepts, though, is that this plan is flexible and one in which services are blended or integrated with other aspects of the school program.

Benefits:

- Emphasizes a commitment to education that responds to the unique strengths and talents of individual students.
- Integrated with other aspects of a school program in which students participate.
- Promotes cooperative planning between staff members and assures individual needs are being met.
- Can be incorporated in various other models.
- Exposes students to an array of persons, ideas, materials, experiences, and environments.

Recommendations:

- Assure total staff is involved in the planning and implementation.
- Build in factor of time or opportunity for staff to review and discuss students' needs and interests.
- Ensure that specific search skills and judgments that need to be learned by students are incorporated in the plan.
- Review literature concerning independent study.

. Review Treffinger's book entitled Blending Gifted Education with the Total School Program. Pages 16, 17 and 20 give a specific step-by-step plan for implementing his IPPM Model.

Resources:

Academically Gifted Programs: A Handbook of Procedures and Best Practices, Division for Exceptional Children, Department of Public Instruction, Raleigh, North Carolina, 1987.

Cox, June; Daniel, Neil; and Boston, Bruce O., Educating Able Learners: Programs and Promising Practices, A national study conducted by the Sid W. Richardson Foundation, University of Texas Press, Austin, Texas, 1985.

Gallagher, James J., Teaching the Gifted Child, Third Edition, Allyn and Bacon, Inc., Boston, Massachusetts, 1985.

Treffinger, Donald J., Blending Gifted Education with the Total School Program, D.O.K. Publishers, East Aurora, New York, 1986.

CONTENT MODIFICATION

Description: This model requires the grouping of gifted students for instruction in a particular area with a specially trained teacher. The certified teacher is responsible for the primary instruction of the gifted students in the major subject areas. This strategy allows for a systematically designed curriculum where acceleration of the regular curriculum takes place. The basic concept behind this approach is that the gifted students should be presented advanced work as soon as possible so they can learn to cope with complex systems of ideas related to the basic content of the course.

This approach goes hand-in-hand with the expectation that a gifted curriculum should be different from the regular education program in order to meet the varying needs of gifted students. This approach also allows for instructional strategies which accommodate the unique learning styles of the gifted. Another key concept is that it allows flexible administrative arrangements for instruction both in and out of school, such as seminars, independent study, mentorships, field trips, library media arrangements and other appropriate arrangements. Basic skills and concepts can be compressed and integrated to accommodate the faster learning pace of the gifted.

Benefits:

- Fast-paced curriculum allows the students to achieve well beyond the regular classroom.
- Peer interaction and intellectual stimulation are possible for extended periods of time.
- Direct instruction is provided by a teacher with special training in gifted education.
- Usually has reduced class size which lends itself to individualization of teaching and learning based on each student's strengths and needs.
- This approach allows grouping for content modification and remain within the framework of the regular school curriculum.

Recommendations:

- Recognize that sometimes students are viewed as being isolated from regular class students and experiences.
- Recognize that sometimes reduced class size and special resource materials may be resented by regular class teachers.
- Ensure that personnel have academically gifted certification.
- Build in time allowance for appropriate planning between and among regular education and academically gifted personnel.

. Ensure that scheduling allows for academically gifted students to have interaction with regular education. (May be during lunch, recess, physical education, or other special class.)

Resources:

Academically Gifted Programs: A Handbook of Procedures and Best Practices, Division for Exceptional Children, Department of Public Instruction, Raleigh, North Carolina, 1987.

Cox, June; Daniel, Neil; and Boston, Bruce O., Educating Able Learners: Programs and Promising Practices, A national study conducted by the Sid W. Richardson Foundation, University of Texas Press, Austin, Texas, 1985.

Gallagher, James J., Teaching the Gifted Child, Third Edition, Allyn and Bacon, Inc., Boston, Massachusetts, 1985.

Van Tassel-Baska, Joyce, An Administrator's Guide to the Education of Gifted and Talented Children, National Association of State Boards of Education, Washington, DC, 1981.

ADVANCED PLACEMENT

Description: The Advanced Placement (AP) model is a national program that offers students an opportunity to study one or more college level courses while still in high school and receive advanced standing, college credit, or both upon entering college.

This model is sponsored by the College Board, an educational association of schools and colleges, banded together to focus on the transition of secondary students to post-secondary education in this country. Students are offered courses to prepare them for AP examinations. On the basis of these examinations, students may earn college credit at a wide range of colleges and universities.

Benefits:

- The College Board provides secondary schools with course descriptions in many disciplines.
- Schools may select from existing staff and train them to teach AP courses.
- Allows opportunity for schools to work hand-in-hand with colleges and universities to meet the needs of in-service training for the regular high school teacher.
- Meets criteria for appropriate content and appropriate pacing for the gifted student.
- Cost effective. Only cost is teacher training.
- Can provide a smooth transition between high school and college.
- Students will have opportunities to develop better study skills, increase their college options and/or reduce their years in college if they wish.
- Courses are taught by high school teachers and the only cost to the student may be that of the college test and Advanced Placement Exam. Courses and exams can be offered in fourteen disciplines: American history, art, biology, chemistry, English, European history, French, German, Latin, mathematics, music, physics, Spanish, and computer science.

Recommendations: A district developing an AP program needs, as with all new programs, to plan carefully. The following list of suggestions is not intended to be all inclusive, but attention to it may stimulate additional ideas which will help assure a successful program. Nor is the list intended to establish a sequence of procedures to follow. In fact, it may be necessary to do several of these tasks at the same time.

- Assess needs. Determine current level of interest. Create an awareness. Identify areas of resistance. Identify existing areas of teaching excellence within the district. Identify where school improvement is needed.

- Contact the College Board for course descriptions and for technical assistance. (College Board Advanced Placement Program, 888 7th Avenue, New York, New York 10106)

- Determine how teachers and students are to be selected for the program.

- Contact area colleges and universities for teacher training, both credit and non-credit courses.

- Assure that schools weigh the grading system for AP courses for grade point average on college admissions.

(Recommendations taken directly from G/C/T, p. 5. For further recommendations see Cox, June, Educating the Able Learner, p. 88-89.)

Resources:

Cox, June; Daniel, Neil; and Boston, Bruce O., Educating Able Learners: Programs and Promising Practices, A national study conducted by the Sid W. Richardson Foundation, University of Texas Press, Austin, Texas, 1985.

Gallagher, James J., Teaching the Gifted Child, Third Edition, Allyn and Bacon, Inc., Boston, Massachusetts, 1985.

G/C/T (Magazine for Parents and Teachers of Gifted, Creative, and Talented Children), January/February, 1983.

THE INTERNATIONAL BACCALAUREATE
A PROGRAM OPTION FOR SECONDARY LEVEL GIFTED STUDENTS

Description: The International Baccalaureate, administered by the International Baccalaureate Office in Geneva, Switzerland, is designed to facilitate admission to colleges and universities throughout the world. The program encompasses traditional courses of study and incorporates multi-cultural perspectives and internationally-based standards of achievement.

> The objectives to be achieved in each subject offered in the program are set forth in a syllabus that provides guidance without specifying the teaching methods to be used. Both the syllabuses and the examinations are prepared and administered under the direction of a multinational cadre of examiners. They are designed to emphasize the philosophy of teaching and thereby accommodate the diverse traditions adhered to in the 43 countries where more than 177 schools offer the program.

International Baccalaureate encourages a school system to upgrade its offerings to all students at earlier grade levels. The goal is an integrated program that may begin with foreign language study in kindergarten and maintain its international focus through twelfth grade (Cox, 1985).

Benefits:

- Encourages school systems to upgrade offerings at earlier grade levels and recognize the need for strengthening the curriculum in the elementary and middle school as well as high school.
- Encourages foreign language study to be introduced in kindergarten through an integrated approach.
- Allows students to have contact with students from other countries.
- Makes available opportunities for travel abroad during the summer.
- Implies a philosophy that values other cultures and other languages.
- Entails sequential planning from beginning grades all the way through post secondary education.
- Allows all students to participate on the basis of interest as well as identified gifted.

Recommendations: Schools interested in developing an International Baccalaureate Program should write to: International Baccalaureate North

America, 680 Fifth Avenue, New York, New York 10019. In addition, they may find the following list of considerations helpful. It is impossible to anticipate all the questions that might arise, but the following recommendations were compiled in collaboration with educators who have first-hand experience in starting successful programs.

. Determine the extent of administrative support in the district. Strengthen it if needed before proceeding.

. Invite strong teachers to participate, but include only those committed to the concept and willing to work hard.

. Analyze the strengths of the teachers and begin with the areas where teacher strengths and present facilities combine to improve the chances of success.

. Consider teacher load and compensation. If teachers must devote summers or Saturdays to curriculum development, can they be appropriately compensated?

. Assign one administrator the responsibility for leadership and coordination (either part-time or full-time).

. Involve counselors in student selection and other program components.

. Determine what is needed with staff development and plan cooperatively with teachers to meet those needs.

. Consider local and state requirements and the International Baccalaureate Guide for curriculum development.

. Recognize the need for strengthening the curriculum in the elementary and middle schools as well as the 9th and 10th grades.

. Consider flexible scheduling.

. Consider interdisciplinary studies.

. Develop appropriate public awareness of the new program.

. Use local university and community services when appropriate.

. Develop strategies for parental involvement and support.

. Develop adequate budget for International Baccalaureate costs, coordinator's salary, staff development, equipment, and materials.

. Determine how program will be evaluated.

NOTE: The International Baccalaureate Office was established in Geneva in 1965. The first IB programs were offered in twenty schools in 1970. In the United States as of March 30, 1988, the IB was established fully or part time in 30 states and the District of Columbia. North Carolina as of this date has not participated in this program.

Resources:

Cox, June; Daniel, Neil; and Boston, Bruce O., Educating Able Learners: Programs and Promising Practices, A national study conducted by the Sid W. Richardson Foundation, University of Texas Press, Austin, Texas, 1985.

G/C/T, March/April, 1983.

A CHART OF PROGRAM OPTIONS
FOR ACADEMICALLY GIFTED STUDENTS

Recommended Program Options Across Grade Levels	K-3	4-6 (4-8)	7-12	9-12
Triad Model	✓	✓		
Consultation	✓	✓	✓	
Resource Room/ Pull-Out	✓			
Community Mentor	✓	✓	✓	✓
Independent Study	✓	✓	✓	✓
Content-Modification		✓	✓	
Advanced Placement			✓	✓
International Baccalaureate				✓

Section Three

CURRICULUM DIFFERENTIATION AND THE GROUP EDUCATION PROGRAM

CURRICULUM DIFFERENTIATION AND THE GROUP EDUCATION PROGRAM

Curriculum Differentiation

It is generally agreed that a gifted program should be different from the regular education program in order to meet the needs of identified students. If, however, students must choose between participating in the band or the gifted program or balance strenuous graduation requirements with participation in the program, a number of students will choose to exit the program. How then can a school system ensure that the gifted program and services are qualitatively different from the regular education program? What is differentiation?

In 1976, the U. S. Office of Education, Office of the Gifted and Talented, provided the following definition:

> "Differentiated education or services" means that process of instruction which is capable of being integrated into the school program and is adaptable to varying levels of individual learning response in the education of the gifted and talented and includes but is not limited to:
>
> 1. A differentiated curriculum embodying a high level of cognitive and affective concepts and processes beyond those normally provided in [the] regular curriculum of the local educational agency;
>
> 2. Instructional strategies which accommodate the unique learning styles of the gifted and talented; and
>
> 3. Flexible administrative arrangements for instruction both in and out of school, such as special classes, seminars, resource rooms, independent study, student internships, mentorships, research field trips, library media research centers and other appropriate arrangements (USOE, 1976 pp. 18665-18666).

An examination of the primary components of the definition will further show the interrelationship between the content or curriculum, the teaching methods, and individualization based on student abilities and needs.

A High Level of Cognitive and Affective Concepts and Processes

As a first step toward differentiation, a review of the general K-12 curriculum is recommended, the purpose being to determine how the basic skills and concepts can be compressed and integrated to accommodate the faster learning pace of gifted students. This curriculum revision and compression set the stage for a focus on:

- accelerated or advanced content that matches the students' mental age rather than their chronological age;
- learning experiences that require higher level thinking skills (e.g., analyzing, synthesizing, evaluating, etc.);

- content that is related to broad-based issues, themes, or problems and possibly integrates more than one content area;

- abstract ideas, theories, and concepts within the content that require critical thinking to give them meaning;

- the development of students' self-understanding of their abilities and how to use them.

Instructional Strategies

Content modifications alone do not guarantee a gifted program that is appropriate for the needs and abilities of identified students. Of equal importance are the use of (1) theoretical models that help organize the content approach and (2) good teaching strategies that indicate an understanding of the characteristics of gifted students. The combination of these factors leads to:

- application of a variety of learning theory approaches that develop productive, complex, and higher level thinking skills (e.g., Bloom's Taxonomy, Williams' Model for Encouraging Thinking and Feeling, Renzulli's Enrichment Triad Model, etc.);

- recognition of different learning styles by the use of a variety of teaching strategies (e.g., inquiry, lecture, discussion, small and large group activities, debate, self-directed study, etc.);

- development of research skills and methods, allowing students to extend and satisfy their own need for knowledge;

- inclusion of strategies and activities that promote divergent and creative thinking (e.g., brainstorming, boundary breaking, role-playing, etc.) and provide opportunities to generate new ideas and products;

- integration of cognitive and affective theories that allow students to examine moral and ethical issues related to content area topics and/or their own lives.

Flexible Administrative Arrangements

Gifted program services can be provided in a variety of ways, from the regular classroom to special classes to seminars and beyond. Regardless of the service delivery methods, however, the gifted program must reflect its "differentness" from the general education program--a differentness that includes the interaction of content, teaching methodology, and individualization based on the unique abilities and needs of the identified gifted students.

Group Education Programs

In October, 1983, the General Assembly enacted legislation that defined Group Education Programs (GEPs) and their use with academically gifted students as a potential substitute for Individualized Education Programs (IEPs). As defined, a GEP is

> a description of an instructional program that is appropriately differentiated for a group of two or more academically gifted students who share similar academic characteristics and/or program needs. For those students whose special needs are not adequately addressed by the Group Education Program, an individualized component shall be considered. The Group Education Program shall be in place at the time services are initiated and shall be reviewed at least annually to aid in recommendations for the next year's placement and program. [Rules, .1512, (1), (1)]

While it is anticipated that GEPs will be functional for the majority of gifted students being served, it is recognized that greater individualization will be required for some students and documented with an Individualized Education Program.

A GEP is not intended to be a curriculum guide, but it does contain several interrelated components that describe the differentiated program and services. The GEP is to be written before the children receive services and must be reviewed at least once a year to make decisions about next year's services. The GEP must include:

A. A brief narrative describing the program content

The narrative--a one- or two-sentence capsule of the program content--can be made more complete with the inclusion of information about the frequency of meeting (especially in enrichment programs) and any special features or activities of the program such as independent study projects, peer-tutoring, mentorship, etc.

B. Annual goals

Several program-related goals that further explain the narrative statements should be included. Goals should provide broad statements of content and curriculum that are different from the regular curriculum and more appropriate for gifted students. The annual goals should not necessarily be limited to cognitive areas alone.

C. Methods and procedures for determining that the goals have been met

This evaluation component includes content implementation. A listing of the levels of Bloom's Taxonomy is not nearly as descriptive as a mention of the types of activities, teaching styles, enrichment program topics, individualization methods, or special emphases within the content.

D. Additional needs

The GEP, by design, should effectively outline an appropriate gifted program for the majority of students served. Through higher levels of thinking, divergent interests of students and the use of varied content and product methods, a certain amount of student individualization occurs. For some students who have abilities or needs beyond the scope of the GEP, further individualization will be required.

E. The GEP must also show or have attached to it the names, grade level, school, program type, dates covered, and instructor of students served as well as documentation of opportunities for parental involvement.

Because the GEP describes the instructional program for academically gifted students, the teacher responsible for implementation shall assume responsibility for GEP development. Some school systems involve teams of teachers in GEP development to help ensure consistency within the program phase (e.g., elementary resource teachers; eighth grade math teachers; high school English teachers). Other school systems involve teachers from several grade levels to help ensure scope and sequence program development. Group or individual meetings to promote parental involvement in GEP development may be held. Group meetings allow for further verbal explanation and elaboration of the gifted program as outlined by the GEP. Student participation, if appropriate, is recommended.

As long as a GEP describes a program for more than one student, identifying information about a student is not included on it, and specific individualization for one particular child is not present, the GEP itself is not considered confidential. A copy of the GEP is considered a confidential document when student names, grade level, school, program type, dates covered, and the teacher's name are attached. Several GEP samples are included in the Appendix.

Group Education Programs have the potential to define the school system's gifted program across grade levels and between schools, identify the differentiation principles that make the gifted program appropriate for identified gifted students, and outline the scope and sequence of the overall program. The importance of program definition cannot be overly emphasized for it is a critical factor in qualitative evaluation of the gifted program within the school system.

Appendices

Appendix A

AN EXAMPLE OF A GROUP EDUCATION PROGRAM FOR ELEMENTARY ENRICHMENT

DEC 7(a)/HCA

Local School Administrative Unit

GROUP EDUCATION PROGRAM FOR ACADEMICALLY GIFTED

School:_____ School Year: 19___
Program Type:_____ Subject Area:_____
Instructor's Name:_____ Grade Level:_____

PROGRAM CONTENT: The emphasis for the elementary gifted program is on enrichment through the stimulation of the thinking processes of creativity, originality, problem solving and increasing content depth of the core curriculum. An evaluation of a student's willingness to tackle thinking skills, develop his/her creativity and complete projects will be shared with parents at the end of both semesters.

ANNUAL GOALS:

1. To develop skills in the higher levels of thinking such as applying, synthesizing, analyzing, and evaluating.
2. To have experiences and challenges in the areas of problem-solving and decision-making.
3. To practice/improve group membership, leadership, and risk-taking skills.
4. To produce and share projects to demonstrate comprehension of class curriculum.

METHODS AND PROCEDURES FOR DETERMINING THAT GOALS HAVE BEEN MET:

TOPICS	STRATEGIES AND OBJECTIVES
Leadership	Study American leaders, compare leadership qualities and opportunities between their lives and ours, set goals in which we will actualize these qualities.
Astronomy	Research areas of interest in astronomy, demonstrate comprehension of new knowledge through class reports and a test, produce self-chosen projects and a comic book.
Aerodynamics	Experiment with lift, drag, thrust, and especially, Bernoulli's principle which explains how planes can fly. Work with airplane models from the Great International Paper Airplane Book. Design original paper airplanes and test them in the scientific manner.
Puppetry	Create papier-mache puppets. Write original stories using facts from previous topics. Convert stories into puppet plays with backgrounds and sound effects. Produce plays for classroom teachers and thus share talents.

ADDITIONAL NEEDS (if any):_____

_____

_____

DOCUMENTATION OF PARENT PARTICIPATION OPPORTUNITIES:

Group Meetings on _____ and/or _____

See DEC 5/HCA (Statewide Forms) in individual resource folders of students whose names appear on the attached list for documentation of parent participation opportunities. Other meetings or parent participation:

*Program content and annual goals will vary according to the specific model being implemented such as: enrichment triad, consultation, pull-out, independent study, or mentorship.

**ATTACH LIST OF NAMES OF STUDENTS SERVED TO MASTER GEP.

Appendix B

AN EXAMPLE OF A GROUP EDUCATION PROGRAM FOR CONTENT MODIFICATION

DEC 7(a)/HCA

Local School Administrative Unit

GROUP EDUCATION PROGRAM FOR ACADEMICALLY GIFTED

School: _____ School Year: 19___
Program Type: _____ Subject Area: _____
Instructor's Name: _____ Grade Level: _____

PROGRAM CONTENT: The program in grades 4-6 is Content Modification and focuses on the mastery of the core curriculum designated for each grade level and extending the curriculum both horizontal and vertical. The primary component of the program is extending the core curriculum and the development of higher level thinking skills.

ANNUAL GOALS:

1. To develop student skills in higher levels of thinking and creative problem solving.

2. To provide a variety of opportunities for creative expression, the development of independent thought and questioning and the examination of personal values and feelings as part of the thinking process.

3. To present curricular concepts through a variety of challenging and indepth methods as suited to student needs. For example, to provide content that stresses a greater complexity of ideas and higher levels of abstraction than can be mastered by the average students of that age.

METHODS AND PROCEDURES FOR DETERMINING THAT GOALS HAVE BEEN MET:

Class activities will include discussion, individual and group research, role playing and creative dramatics, opportunities for a variety of writing, reading, and speaking experiences, sequential use of curricular materials for developing thinking and reasoning skills, use of community resource personnel, field trips, and audio-visual materials.

Evaluation will be based on teacher observation, tests, teacher evaluation of projects and papers, and peer and self evaluation.

ADDITIONAL NEEDS (if any): _____

_____

_____

DOCUMENTATION OF PARENT PARTICIPATION OPPORTUNITIES:

Group Meetings on _____ and/or _____

*Program content and annual goals will vary according to the specific grade level being served.
**ATTACH LIST OF NAMES OF STUDENTS SERVED TO MASTER GEP.

APPENDIX C

AN EXAMPLE OF A GROUP EDUCATION PROGRAM FOR
ACADEMICALLY GIFTED STUDENTS FOR SECONDARY ADVANCED PLACEMENT CLASS

DEC 7(a)/HCA

Local School Administrative Unit

GROUP EDUCATION PROGRAM FOR ACADEMICALLY GIFTED

School:_____ School Year: 19____
Program Type:_____ Subject Area:_____
Instructor's Name:_____ Grade Level:_____

PROGRAM CONTENT: History 333 is a United States History course for academically gifted students. The course content covers U. S. history from colonial days to the present. Major trends and significant developments in American life will be studied.

ANNUAL GOALS:

1. To develop an attitude of inquiry.
2. To learn to think critically.
3. To learn to relate the past to the present.
4. To analyze primary source materials.
5. To examine the "why" of history as well as the "what."
6. To learn to recognize the interrelationship of the social sciences to other sciences.

METHODS AND PROCEDURES FOR DETERMINING THAT GOALS HAVE BEEN MET:

1. Teaching U. S. History as inquiry emphasizes the student rather than the teacher--the student learns to interpret data and draw conclusions.

2. Reasoning exercises will be used to encourage the student to think critically and to evaluate evidence thus helping develop intellectual skills.

3. Relating the past to the present helps students develop and apply chronological understanding. Questions will be asked to encourage students to consider similarities and differences between the past and present as well as to consider historical origins of contemporary trends.

4. Primary source materials can be used as the basis for student inquiry activities. These materials can give students a first-hand feel for understanding history as it is being made.

5. Through class discussions and readings, the student will learn why events occurred. Students can get a sense of why an event took place in relation to other events.

6. Classroom discussions and readings will be used to learn about the interrelationship of the social sciences to other sciences. This will help the student learn that there is a history to the other sciences.

Evaluation of the annual goals may take place in the form of classroom discussions, research papers, projects, compositions, oral and written tests. Students may be required to do outside readings on topics related to class discussions.

ADDITIONAL NEEDS (if any):_____

_____

DOCUMENTATION OF PARENT PARTICIPATION OPPORTUNITIES:

See DEC 5/HCA (Statewide Forms) in individual resource folders of students whose names appear on the attached list for documentation of parent participation opportunities. Other meetings or parent participation:

*Program content and annual goals will vary according to the specific discipline.
**ATTACH LIST OF NAMES OF STUDENTS SERVED TO MASTER GEP.

A PLAN FOR IMPLEMENTING A CONTENT MODIFICATION PROGRAM FOR GRADES FOUR-SIX

1. Needs Assessment

School Board and Superintendent request Director of Academically Gifted Program to conduct a needs assessment.

a. Research Search

What does the literature say?
What has been proven effective?

What To Do?

(1) Review literature.

(2) Contact those people who had successful programs and authors of research.

(3) Survey teachers, parents, kids, and administrators. Include all recommended components of a good needs assessment as suggested by Walter Dick and Lou Carey.

2. Identifying Instructional Goals

Based on needs assessment, what do we want to achieve?
Do we need to change our program?
Do we need to intensify the existing program? and if so, how?

3. Conducting Instructional Analyses

Looking at what we have in place--is there enough to accomplish our goal of meeting the needs effectively of gifted kids as reported in the literature?

4. Identifying Entry Behavior Characteristics

a. What do we know about the children already placed or identified in the gifted program?

b. Are all the kids truly gifted? Are they properly placed?

c. Is there a problem with our achiever and underachiever?
Data: performance, teacher comment, teacher test scores--
Standardized tests, actual products.

--We now know who the kids are.
--We now know what our instructional program is.
--We now know what we want to achieve.

Based on the above information, actually begin to develop and write performance objectives.

5. Writing Performance Objectives

How are the program, teachers and students going to accomplish the goal? What actual performance objective must be in place to accomplish the goals? The following are examples of Gallagher's Model of Content Modification.

a. Homogeneous grouping
b. Content oriented: Content areas of the curriculum
c. Social, emotional and mental interaction with children of all abilities
d. The performance objectives are to enhance curriculum content in these four major categories:
   (1) acceleration
   (2) enrichment
   (3) sophistication
   (4) novelty

Criterion-referenced tests may or may not be developed during the first year of the program and instead use all available information that was generated during this school year as compared with the entry behavior of the children already in program. This data may include:

a. Comprehensive Test of Basic Skills
b. North Carolina Writing Competency Test
c. California Achievement
d. Torrance Test of Creativity
e. Frank Williams Test of Creativity
f. Gates-MacGinitie Reading
g. Comp Math

At the end of this first year, a determination should be made as to the need to create a criterion-referenced test based on the program objectives.

6. Developing Instructional Strategy

What efforts will be allowed to develop curriculum?

An example may be: provide for a two-week staff development funded by the school system for all K-6 teachers of gifted. Instructional strategies may be developed based on gifted research by Gallagher, Kaplan, Sisk, Williams, etc.

7. Developing Instructional Products

a. How will curriculum be developed or modified?

b. What training will be given?

c. Will specific content units and product outcome be presented by the teachers involved?

d. What major content areas are integrated in gifted curriculum?

e. How are the affective and cognitive domains integrated in the gifted curriculum?

8. Designing and Conducting Formative Evaluation

a. How will evaluations be conducted which include: basic skills, end products, teacher observations, oral and written products?

b. How will these evaluations be reported? (For example: every six weeks)

c. Will there be a program review to determine if the program goals are being met?

d. Has it been effective?

e. How will it be determined that the program has been effective?

Source: Camp Lejeune Dependents' Schools
Marine Corp Base
Camp Lejeune, North Carolina

THE HARNETT COUNTY CONSULTING MODEL OF EDUCATION OF THE GIFTED

by
Carol Weaver and Rebecca Garland in Consultation with Lyn Aubrecht

Harnett County is a rural area south of Wake County. It is the 25th largest county in the state geographically and ranks 31st in population. Lillington is the county seat with a population of 1,980. Dunn, with a population of approximately 10,000, is the county's largest town.

There are twenty schools in Harnett County. A reorganization and expansion plan is underway, but at the current time the schools have a variety of organizational structures. Schools are set up with grades K-3, K-4, K-8, 5-8, 4-5, or 4-8. There are also three consolidated 9-12 high schools.

Harnett County is currently serving 600 students who have been identified academically gifted (AG). This number is 5.1% of the total county population of 11,765.

Harnett County's unique characteristics have made serving gifted students a difficult task. In the past the resource teacher model has been the primary service delivery method. These resource teachers were expected to serve large geographical areas and many students. Students in rural and urban areas of the county were not always able to spend the same amount of time with the resource teacher, since the rural teacher had to allot so much time to travel.

During the summer of 1986 Harnett County school administrators chose to introduce a new service delivery model for the AG program--the consulting model. Two consulting teachers were hired and allowed to have input in development of the program. These teachers were able to implement the new program in August of 1986.

Currently in Harnett County all AG students are served by the consulting model. In grades K-8 AG students are assigned to one teacher per grade level at each school. If there are more than 10 to 15 AG students in a particular grade level the principal has the option of dividing the students between two teachers or leaving them with one teacher. The teacher's roster is then completed with non-AG students.

The K-8 teachers at each school who have been assigned AG students have total responsibility for their education. They are provided with extra materials and supplies and the consulting teachers provide advice and assistance when needed.

AG students in grades 9-12 are grouped in Honors and AP courses with other high achieving students. The consulting teachers work directly with the teachers of these courses and are available upon request to any other teachers of AG students, including vocational education teachers.

Harnett County believes that these AG classroom teachers need special training in order to effectively deal with gifted students. They are expected to participate in staff development activities in gifted education and/or complete course work in gifted education. The minimal requirements have not been established at this time; however, they are expected to include training in characteristics of the gifted, differentiating curriculum for the gifted, history of gifted education and social/emotional needs of the gifted.

Another integral part of Harnett County's consulting model is the participation of AG Lead Teachers. At each school in the county one person has been chosen to serve as the AG Lead Teacher. The Lead Teacher serves as a liaison between the consulting teachers and the AG classroom teachers in his/her school. This person is also a classroom teacher who has AG students. The Lead Teacher disseminates information to other teachers, advises teachers and sometimes conducts school level inservice in AG. The AG Lead Teachers at each school must be certified in gifted education by the State of North Carolina, or working towards this certification.

The two AG consulting teachers are generally responsible for the AG program. They order and disseminate materials, advise teachers, observe in classrooms, meet with individual parents and parent groups, plan and deliver inservice programs, and coordinate annual AG testing. North Carolina Certification in AG and a Master's Degree are required for the consulting teachers with a Supervisor's Certificate suggested.

In the consulting model the participation of school principals is required. The principal of each school is responsible for grouping the AG students and placing them with a particular classroom teacher. The principal, as the school instructional leader, monitors the performance of these classroom teachers and ensures that the needs of AG students are being met.

In order for the consulting model to be effective in Harnett County there are several components that are essential. Teachers must receive the recommended training in education of the gifted. Their participation in staff development activities must not only be encouraged but required by principals. Principals should assign teachers to this program who are interested in and willing to complete the training. In the early stages of the program in Harnett County there have been instances where teachers who were not interested in participating were asked to do so. This has been a problem in some of our schools with fewer teachers per grade level.

It is important in using this model that the majority of the AG classroom teachers and Lead Teachers remain in place year after year. Some teacher turnover is to be expected each year; however, in order for the model to work, teachers should not be arbitrarily removed from the program. Some principals do not like this aspect of the program and would like to see AG responsibilities rotated among teachers. They feel this way for a variety of reasons.

There have been some interesting developments since the implementation of the consulting model. For the first time Harnett County has a PAGE Chapter. This chapter appeared initially in part because of negative parent response to the change in program but is developing into a really positive organization with support and involvement from parents and school officials.

Another positive result of this plan is the increased number of advocates for gifted education in Harnett County. Where before there was only a handful of educators directly involved, there are now over 150 classroom teachers, Lead Teachers and administrators directly involved in gifted education.

Source: Newsletter, North Carolina Association for the Gifted and Talented, February ,1988.

HIGHLIGHTS OF ELEMENTS ESSENTIAL TO PROGRAMS PROVIDING AN APPROPRIATE EDUCATION FOR THE GIFTED*

Administrative Support and Responsibility In order to have a quality program for gifted students, there must be administrative support. The main responsibility for providing appropriate services for gifted students is that of the administration.

Definition and Identification Identification is the process of finding those students whose characteristics match the definition. A two-stage process for this was recommended, and suggestions for the additional testing of some students were discussed. It was also noted that "giftedness" can encompass a broader range of ability than is denoted by the term "academically gifted."

Assessment of Student Needs While identification determines whether or not a student is appropriate for the program, the assessment of student needs helps to determine whether or not the program is appropriate for the student. The assessment of both group and individual needs was considered.

Written Plan A written plan outlines a system's unified efforts to provide appropriate services to its gifted students. It defines a program. It provides for continuity and development. A written plan can include all of the elements discussed in this report.

Program Options Both group and individual program options should be combined to form a program that is flexible enough to meet the varying needs of gifted students. (The key here, perhaps, is to actually have options. These need not be formal options, but any program that provides services in only one way will, sooner or later, encounter a child for whom that option is not appropriate.) Time is a critical factor in determining the possible effectiveness of any option.

Curriculum Curricula for gifted students must be responsive to the characteristics that separate the gifted from the non-gifted. They also assume the existence of an adequate general education program, that curriculum modifications will directly address the academic content areas in which the students' strengths are identified, and that instruction will be on a level commensurate with the students' abilities.

Teachers The importance of teachers in the education of gifted students cannot be overstated. Whoever assumes responsibility for the academic content area in which the student is identified as gifted is charged with the appropriate education of that student. The teacher of the gifted must be certified in education for the gifted. Classroom teachers and others who have a significant responsibility for the education of the gifted students should also be trained in education for the gifted.

Support Services Other professionals important in providing services for gifted students include school counselors, media specialists, psychologists, and others. Staff development is necessary to enable these individuals to understand gifted students and to meet their needs.

Funding A program of appropriate services for gifted students requires adequate financial support. State law mandates appropriate services whether or not adequate exceptional children funding is provided by the General Assembly through the State Department of Public Instruction. Additional monies are often required. Possible sources of this support were considered.

Community Awareness and Parent Involvement The effectiveness and success of a program for gifted students depends on a clear understanding within the total community of that program. It is the responsibility of the school to communicate what giftedness is so that the entire community understands that gifted students require an education which goes beyond the regular school program, thus justifying the mandate for appropriate services. Parents can also plan and implement programs and activities for gifted students. PAGE (Parents for the Advancement of Gifted Education) chapters have proven to be beneficial in this regard.

Factors Beyond Local School System Control Which Affect Program Quality It was recognized that there are factors such as personnel preparation, program evaluation, research and development, and demonstration programs. Local school systems are limited as to how much they can do to directly support these functions. They can, however, encourage state, federal, and private sources to do so.

*Based on the report by the North Carolina Association for Gifted and Talented Task Force on Appropriate Services for Gifted Students, Lyn Aubrecht, Chairman.

AN EXAMPLE: FRAMEWORK FOR APPROPRIATE SERVICE SURVEY

IDENTIFICATION	YES	NO
1. Students in grades K-2 are identified and placed in an AG program.	___	___
2. Students in grades 3-5 are identified and placed in AG programs.	___	___
3. Students in grades K-3 are identified and placed in AG programs.	___	___
4. Students in grades 6-8 are identified and placed in AG programs.	___	___
5. Special populations are identified and placed in AG programs. (culturally diverse, LD, underachieving, etc.)	___	___
6. Students in grades 9-12 are identified and placed in AG programs.	___	___
7. Interest Inventories/Learning Styles Assessment and other tools are used to identify student needs prior to final placement and/or GEP.	___	___
WRITTEN PLAN		
1. System has a published philosophy and list of goals for AG placement.	___	___
2. System has written plan developed and in place.	___	___
3. System has a scope and sequence for the AG program.	___	___
4. Scope and sequence encompasses all grades.	___	___
5. Program plans are evaluated every 3 years.	___	___
PROGRAM OPTIONS		
1. Program options include: enrichment in the regular classroom, resource room and/consultation.	___	___
2. Program options include: independent study, acceleration, mentorship.	___	___
3. Program options include: studies within content area, special activities designed in accordance with student needs.	___	___
4. Program options include: library time, AP courses, dual enrollment.	___	___
5. Program options include: self-contained classes, AG centers, summer programs.	___	___

BUDGET CONCERNS	YES	NO
1. Special funds are in place for salaries, supplies, and equipment.	___	___
2. System spends additional funds per child to educate the gifted.	___	___
3. Additional money is allocated to purchase supplies and materials (yearly).	___	___
4. Additional money is available for special projects.	___	___
5. Funds are allocated to purchase supplies.	___	___
6. Funds are available for AP testing.	___	___
AWARENESS/COMMUNITY		
1. System works toward building an awareness of the nature and needs of the gifted child.	___	___
2. In-service awareness sessions provided for K-12 teachers.	___	___
3. Ongoing communication exists with parents of gifted children.	___	___
4. School system has made a copy of the written plan available to parents and teachers.	___	___
5. System encourages community involvement.	___	___
6. System provides in-service for secondary teachers.	___	___
7. System representatives frequent the AG classrooms and visibly support the program.	___	___
EVALUATION		
1. System uses a needs assessment to establish priorities for gifted services.	___	___
2. Evaluation of the present program and its needs include input from students and parents.	___	___
3. System wide evaluation of AG program is done every 2-5 years.	___	___
4. Outside consultant evaluates the program every 4-6 years.	___	___
5. Program is evaluated and reorganized to meet student needs.	___	___
TEACHER NEEDS		
1. All teachers in the AG program hold AG certification.	___	___
2. System has coordinator or lead teacher of the gifted.	___	___
3. Regular meetings of teachers of the gifted are held.	___	___
4. System encourages pursuit of advanced degrees by AG teachers.	___	___

5. In-service on gifted education provided to all teachers. ___ ___

6. Teachers of the gifted are encouraged to attend conferences and seminars for professional growth. ___ ___

7. Clerical assistance is provided to teachers of the gifted. ___ ___

Source: Rocky Mount City Schools
Rocky Mount, North Carolina

SUMMARY

One of the strong motivators for educational improvement in all fields of education is the visible presence of effective programs that are working well in school settings comparable to that of the interested local education system. For example, experience has shown that an urban program of excellence will appeal especially to school systems of similar urban settings, while an exemplary rural program would attract local educators from rural settings. Therefore, a diverse set of demonstration programs is needed. Such demonstration programs can also provide additional training in the functioning of such programs and in the transfer of exemplary practices. It is our hope for North Carolina's local educational agencies to share their exemplary programs with other educational agencies across the nation.

BIBLIOGRAPHY

Aubrecht, Lyn; Garland, Rebecca; and Weaver, Carol, "Harnett County's Consulting Model for Education of the Gifted," Newsletter: North Carolina Association for Gifted and Talented (March, 1988).

Cox, June; Daniel, Neil; and Boston, Bruce O., Educating Able Learners: Programs and Promising Practices, A national study conducted by the Sid W. Richardson Foundation, University of Texas Press, Austin, Texas (1985).

Division for Exceptional Children, Academically Gifted Programs: A Handbook of Procedures and Best Practices, North Carolina Department of Public Instruction, Raleigh, North Carolina (1987).

Division for Exceptional Children, Itinerant Resource Teachers for Gifted and and Talented: Manual/Handbook, North Carolina Department of Public Instruction, Raleigh, North Carolina (1975).

Gallagher, James J., Teaching the Gifted Child, Third Edition, Allyn and Bacon, Inc., Boston, Massachusetts (1985).

G/C/T (Magazine for Parents and Teachers of Gifted, Creative, and Talented Children), January/February (1983).

Jordon, June B. and Grossi, John A., An Administrator's Handbook on Designing Programs for the Gifted and Talented, ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Virginia (1980).

Marland, S. P., "Why Should We Be Particularly Concerned About the Gifted and Talented?," Evaluation of the Gifted and Talented, U. S. Government Printing Office, Washington, DC (1972).

Renzulli, Joseph S., The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented, Creative Learning Press, Mansfield Center, Connecticut (1977).

Renzulli, Joseph S. and Reis, Sally M., The Schoolwide Enrichment Model, A Comprehensive Plan for Educational Excellence, Creative Learning Press, Inc., Mansfield Center, Connecticut (1985).

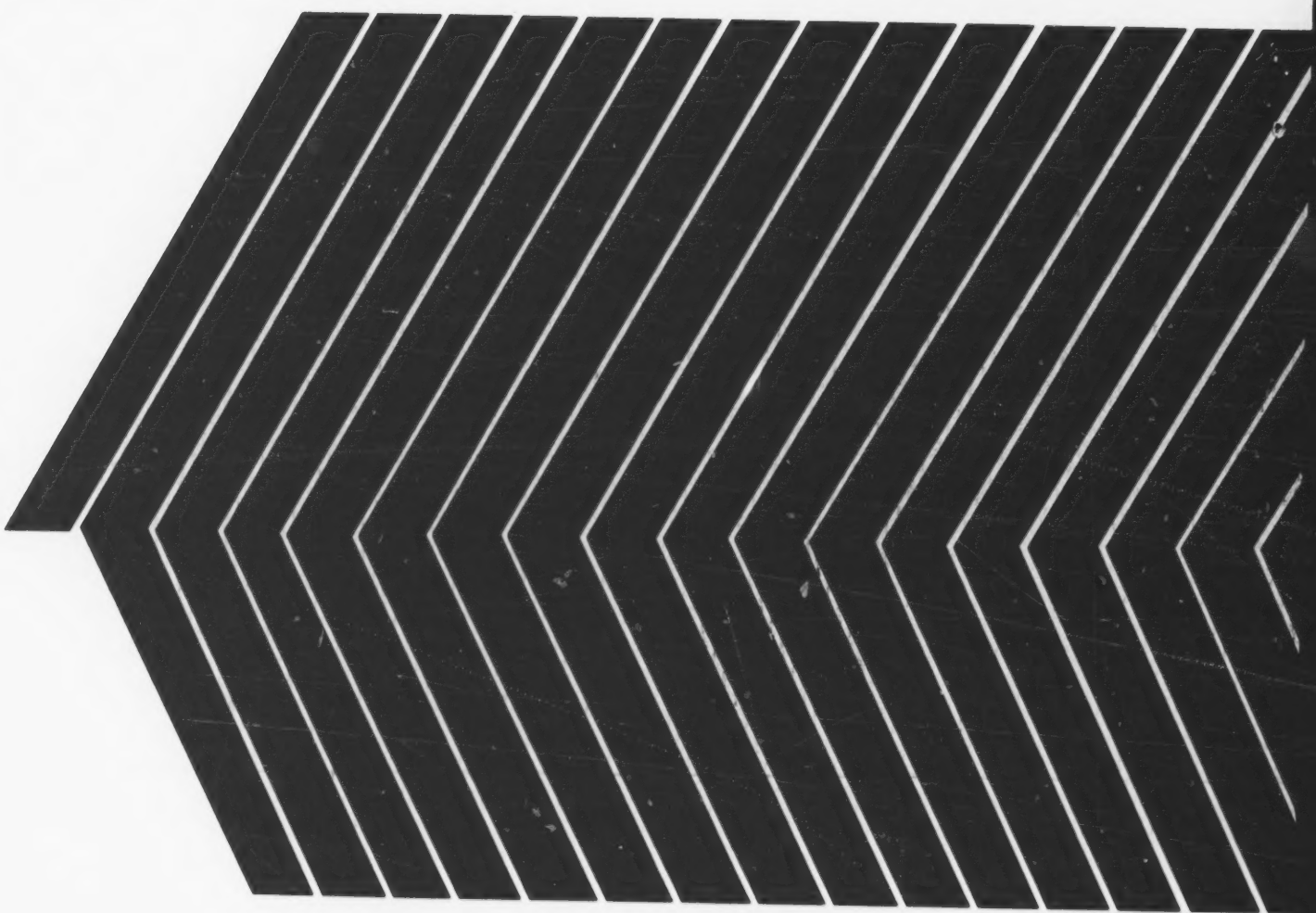
Rocky Mount City School System, "A Report to the School Board on Implementing the Renzulli Model," Susan Lamar, Englewood Elementary School, Rocky Mount, North Carolina.

Systems and Models for Developing Programs for the Gifted and Talented, edited by Joseph S. Renzulli, Creative Learning Press, Inc., Mansfield Center, Connecticut (1986).

Treffinger, Donald J., Blending Gifted Education with the Total School Program, D.O.K. Publishers, East Aurora, New York (1986).

Van Tassel-Baska, Joyce, An Administrator's Guide to the Education of Gifted and Talented Children, National Association of State Boards of Education, Washington, DC (1981).

What Is an Appropriate Education for the Gifted Student?, The Report of the North Carolina Association for the Gifted and Talented Task Force on Appropriate Services for Gifted Students (1986).



Division for Exceptional Children
Area of Support Services
North Carolina Department of Public Instruction